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ABSTRACT

The Free Studies program at Alvin Junior College offers remedial and nontraditional instruction and assists in the development of alternate path learning programs. The program currently offers three courses: writing, mathematics, and study skills. All instruction is self-paced, individualized, and on a prescriptive basis as the result of diagnostic examinations. This document provides descriptions of the three course offerings, and presents guidelines and policies for program administration and organization. Aspects of the program that are described include: the tutor training program, establishment of a prescriptive plan of study for each Free Studies student, recordkeeping, attendance and scheduling policies, and grading. (NHM)

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# GOALS AND GUIDELINES FOR ALVIN COMMUNITY COLLEGE FREE STUDIES.

by Donald E. Brown



JC 760 214

# PREFACE

The Free Studies program at Alvin Community College is concerned with remedial and non-traditional instruction as well as assisting in the development of alternate path learning programs. Three courses are offered exclusively through the Free Studies program. They are:

English 110. Free Studies Writing (3 credits). A course with a laboratory setting which involves diagnosis of specific individual writing deficiencies and strengths. The student is guided through a sequence of learning experiences in organization of ideas and sentence structure tailored specifically to his individual needs. The instructional units are designed to upgrade the writing skills of the student as well as help him become proficient in all communication skills. This course is a requirement for the student who scores below 14 in English on the ACT and/or who reveals by the English proficiency examination a need for improved writing skills before enrollment in English 111 or English 121. Such students must satisfactorily complete this course prior to registration in another English course.

Math. 110. Free Studies Mathematics (3 credits). A course which includes classroom instruction and a laboratory in the form of audio-visual aids, programmed texts, mathematical games, tutoring, and peer counseling. While topics are selected which will meet individual needs, some of the topics often included in the course are: flow charts, elementary operations, number systems, geometry, arithmetic, polynomials, linear equations, exponents, radicals, graphs, and percent.

Reading 110. Study Skills (3 credits). Is designed to improve the student's reading and studying effectiveness. It is concerned with the improvement of reading comprehension, vocabulary, and reading rate. One of the major course objectives is to help students develop an interest in reading for pleasure as well as for information. Learning experiences are developed in the following areas: use of the dictionary, vocabulary building, techniques of note-taking, exam-taking and studying, and reading for enjoyment. Developmental reading is offered in a laboratory setting.

Of the 2,700 enrolled in the spring semester 1976, approximately 55 students were enrolled in English 110, 40 were in Reading 110 and 120 were in Mathematics 110. This count does not reflect the many students that come in on a referral basis for supplemental work. These students are instructed by four full-time Free Studies instructors and three part-time instructors. Additionally, approximately 940 hours of student help time is used each semester in the form of peer tutors.

All instruction is self-paced and individualized and, to the best of our ability, instruction is on a prescriptive basis as the result of diagnostic examinations.

GOALS AND GUIDELINES FOR

ALATA COMMUNITY COLLEGE FREE STUDIES

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1. Tutor Training Program:

A written guide for each tutor and an indoctrination for each tutor is needed. A screening should occur before the tutor is hired. A screening panel should interview a each applicant and ascertain their suitability for functioning in the peer-tutor role. A screening guide should be prepared to insure uniformity of screening. Since tutors will be interviewed by departments, it is assumed that they will have the necessary academic qualifications.

2. Prescriptive Student File:

a. A file will be established on each free initiation student.

b. Initially the file will record the results of the prescriptive pre-test. The results will show the student's entry abilities and developmental needs. These needs must be translated into behavioral objectives.

c. A precise prescriptive plan of study will o be designed. This plan will be in terms of behavioral objectives to be completed and alternate learning paths o for these objectives. Such notation as "needs Math. 1.113" will not be sufficient. The plan of study will establish to the exit point which will be defined for each o student in terms of their goals.

a. The student file will clearly reflect entry level and exit goals. The file will reflect an initiating time for completing the prescribed program. This orientation will be made at the beginning of the program and will be discussed with each student in their initial interviews.

b. Each student will be given an individual one-to-one interview during the first week of class (Congratulations!). During the first interview the student will be appraised (by a positive manner an individual by their) learners of the overall program and the planned time frame for completing the program. The time frame will reflect the magnitude of the program (determined objectives to be accomplished) and the student's individual learning rate.

c. Each student's file will be reviewed every three weeks. The review will determine how the student is progressing in terms of the plan initially designed for the student. This review will result in one of the following:

(1) Student progressing satisfactorily: No changes are instituted in the program.

(2) The student progressing at an unsatisfactory rate. The activities time for completion can be revised also.

(3) The student is not progressing satisfactorily. The first course period is about this to which the student and instructor will review the student's work and file to determine if the initial time frame is too

environment and avoid engaging in ill-advised behaviours that may adversely contribute to their treatment as needed.

xvi. The second counterintuitive notion will necessitate a decision concerning the student, the instructor, and their teacher. This decision may have several negative consequences for [illegible] of their positive progress concerning their educational graduation countermeasures. For [illegible] of grade-point would not be used for the existing remedial program. [illegible] a decision by these teachers, and others, that the student does not have the ability to complete the prescribed program of study.

xvii. It has been revealed that any student entering the [illegible] successfully completes the [illegible] remedial program stands [illegible] the [illegible] program offerings. I suggest that our [illegible] program increase the possibility of many students being unable to do even the simplest math offered. [illegible] is to our responsibility to identify those students and to evaluate them [illegible] program in which they have the ability to succeed. This counseling doesn't in [illegible] the greatest degree of care and only to those [illegible] to be so.

xviii. The problem is this will affect all students. The composition of assemblies, all activities, and the

[illegible] [illegible] [illegible] [